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ABSTRACT

The reading program planning procedures presented in this manual are based upon material developed by the National Right to Read Program. The contents include: "Introduction"; "Step One: Right to Read Center Data," which discusses the establishment of baseline data for a particular school; "Step Two: Needs Assessment Summary," which is designed to assist individual schools as they evaluate their current reading programs, personnel, and student achievement; "Step Three: Objectives Array," which discusses the preparation of written objectives; "Step Four: Program Review," which discusses selection of the programs most related to a school's particular needs; "Step Five: Diagnosis-Prescriptive-Evaluation," which looks at how to begin the design of the new program; "Step Six: Instructional Approach," which discusses how to develop the instructional approaches for the school in relation to needs, priorities, learning objectives, and program review; "Step Seven: Teacher Assignments and Program Organization," which discusses the allocation of instructional time and personnel resources; "Step Eight: Personnel Cost"; "Step Nine: Staff Development," which discusses staff development in relation to program design; and "Step Ten: Materials and Services," which discusses materials and services necessary to support the reading program. (WR)

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Program Planning Manual: California Right to Read Program

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Program Planning Manual: California Right to Read Program

Prepared by the
Right to Read Unit

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Introduction

Planning Materials

The reading program planning procedures presented here are based upon the materials in the Program Planning Kit developed by the National Right to Read Program (R2R.) These have been adapted for use in California schools by the California State Department of Education Right to Read Unit. The original Right to Read Kit presented a planning procedure which was intended to involve members of the community and school staff in developing a workable school reading program plan that would be built on the particular needs of youngsters in the schools. It provided a context and mechanism for professional/lay interaction and cooperation in the planning functions. The kit contained a combination of charts, cards and guides to enable a school-community group to work together in the translation of a needs assessment of current practices into a total reading program change or revision through a series of 10 steps.

The California Right to Read Unit (CR2R) basically used the 10 steps and has developed supporting materials appropriate to California schools. These materials consist of:

1. This Program Planning Manual with accompanying Needs Assessment Tables
2. Wall Charts for recording data gathered during the planning steps

3. Descriptions of California Selected Reading Programs (CSP)

4. A sound-filmstrip reviewing the entire planning process

5. An explanatory booklet accompanying the sound-filmstrip

6. Annotated Bibliographies of Selected Professional Books

7. Glossary of Terms

8. Diagnostic-Prescriptive Management Check-list

9. Task-Time Chart

Planning Procedures

The planning process contains 10 steps. In some instances information is entered on the needs assessment tables, and then a summary is entered on the wall chart. In other cases information is entered directly upon the appropriate wall chart.

At the beginning of the planning process the following outline may be used as a brief or over-all view to give those to be involved an understanding of the purposes and direction of the 10-step procedure:

I. What is the current school reading program? (Needs Assessment)

Steps 1 and 2 in the program planning procedure provide directions for making a thorough assessment replete with hard data. Wall charts facilitate the summarizing of the data collected.

II. What would constitute a better reading program for the school? (objectives)

Step 3 in the program planning procedure involves establishing critical, important, and desirable reading program objectives for a school. It is important that these objectives be based upon a careful analysis of the needs assessment data and a consideration of commonly accepted goals for reading instruction. District reading objectives which may have already been written should be reviewed and used when appropriate. Step 4 is concerned with analyzing the five National Right to Read models and the California selected programs as possible sources of information useful

for making program change decisions. Wall chart steps 3 and 4 are used to record (in pencil) decisions made.

III. What plans can be made to change or redirect the current reading program to the advantage of the children? (planning a new program).

Steps 5 through 10 require thoughtful decisions with each step based upon those preceding entries (in pencil) which should be made for each step on the appropriate wall chart. The reading program will evolve as program aspirations are considered in the light of practical considerations such as the availability of resources. Hard allocative decisions may be necessary. Instructional approaches selected (Step 6) should directly support objectives and should be weighed in favor of top priorities. Resources, in terms of trained personnel, materials and equipment, must be provided that enable implementation of the reading program on a realistic basis.

NOTE: The tables and wall charts provided in this program planning procedure are "suggested," and were designed for adaptability to a wide variety of schools and school programs. Schools are encouraged to modify or adapt the forms and charts to meet their own specific needs. Keep in mind, however, that each step in the total PROCESS is vital, and no part of it should be slighted.

STEP 1 - RIGHT TO READ CENTER DATA

The purpose of Step 1 is to enter data which help to draw into perspective certain characteristics of your school. This data may also prove useful as you search for other schools similar to yours.

Enter the following data directly on the wall chart:

(a) Enter the name of your school.

(b) Enter all grade levels.

(c) Indicate the number of students per grade level.

(d) Check the appropriate block to indicate the school surroundings.

(e) Give the ethnic breakdown of your school's student population either in number or in percentage. Percentages need not be exact but should reflect a close approximation of the school's ethnic composition.

(f) Enter the number of families receiving Aid to Families with Dependent Children (A.F.D.C.) support as a percentage of total families served by the school. Again, the percentage need not be exact but should be as close as possible.

(g) Enter the transiency rate on Step 1 of the wall chart using the following formula:

Number of students out	1973-74	(100)
÷ enrollment for May	1974	(400)
= transiency	25 %	

It is possible that additional baseline data, in order to better characterize a school, would be desirable. If this is the case, such items as the following could easily be added: Language breakdown, funding sources, number of students receiving free lunches, extent of reading material in homes, etc.

STEP 2 - NEEDS ASSESSMENT SUMMARY

Essentially, a needs assessment brings to a conscious level the realities which are involved with or which affect a current program. The needs assessment step developed by Right to Read is designed to assist individual schools as they

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evaluate their current reading programs, personnel, and student achievement. A needs assessment requires the consideration of an array of variables (teachers, materials, attitudes, non-school resources, etc.) in relation to some desired (though not immediately stated) goal. Thus, data are called for which will be used later to determine the objectives of the reading program in this school and the means this school must use to reach those objectives.

The "Needs Assessment Summary" consists of five areas: Student Performance, Reading Program in Terms of Context and Content, Teacher Performance, Resources, and Decision-Making. Each of these areas has several components. On page 7 there is an overview of these 5 areas together with their sub-topics.

I. Student Performance

Information on individual students is, of course, central to the implementation of a reading program. The majority of decisions the school must make at the beginning of this step, however, will not require information from the diagnostic profiles of individual students. The importance of the individual student and his needs must be reflected in a reading program's continuing emphasis on a diagnostic-prescriptive approach to the teaching of reading, but at the initial planning stage, it is only necessary to acquire a broad view of:

1) The specific areas in which student performance seems to be most in need of improvement;

2) The patterns of reading difficulties within and between grades or sections of the school;

3) Other influencing factors such as bilingualism or bidialectalism among students in the school.

This section will ask for data which will provide an overview of student needs --how students read (cognitive factors) and whether they want to read (affective factors). Several general areas of assessment are suggested (reading

comprehension, word recognition, verbal expression, interest/attitudes, and mathematics). Other areas, however, may be added if the school planning committee feels they are necessary.

NEEDS ASSESSMENT

ASSESSMENT AREAS AND DATA REQUIREMENTS

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I. STUDENT PERFORMANCE	II. READING PROGRAMS: CONTEXT AND CONTENT	III. TEACHER PERFORMANCE	IV. RESOURCES	V. DECISION-MAKING
Reading comprehension	Program location	Teacher attitude	Availability of reading teachers	Decision-making
Word recognition	Teacher/student organization	Skills of reading teachers	Availability of additional personnel	
Verbal expression (written/oral)	Time spent in program	Skills of additional personnel	Non-class personnel available for reading support	
Interest/attitude	Percent students served		School library activity	
Mathematics	Basic approach		Staff reading specialists	
	Instructional techniques		Outside consultants	
	Student grouping		Other non-school resources	
	Evaluation		Dollar resources	
	Flexibility			

It is at this point that the Needs Assessment Tables (NAT) first come into use. These tables are intended to facilitate the recording of gathered data, which are then transferred to step 2 of the wall chart. Page 1 of the NAT contains a suggested form to be used in the collection of data for each class related to student performance as measured by teacher assessment, standardized tests, and other instruments. It is quite possible that the school may use other tests as well as the state tests. The information gathered for each class should be compiled by grade level and entered on a form similar to that suggested in the example given on page 2 of the NAT.

Grade, Evaluation Instrument, Items Assessed, and Date Administered are self-explanatory. Class Range, which, when used for an entire grade, will give the grade range, merely means the highest score and the lowest score received. For example, the highest score attained in the sixth grade on reading vocabulary might be 7.3 while the lowest was 4.0 in grade equivalent scores. These figures would represent the high and low ranges.

Number of Pupils is self-explanatory, while Class or Grade Average means the sum of the scores divided by the number of pupils taking the test. The State or National Norms for standardized tests can usually be found in the manual accompanying the test forms. Whatever test is administered, the norms for that test should be used. For the Distance of Class or Grade Average from Test Norm, enter the difference between the class/grade average and the test norm. For example, if a 6th grade was .3 below the norm in reading vocabulary, the figure -.3 would be entered.

Pages 10 and 11 of the manual are examples of how NAT page 2 might look when

completed. For standardized tests such as the Cooperative Primary Reading Test, grade equivalent scores are not reported in specific reading skill areas (while this test is no longer mandated by the state, it is still available for use at a cost); only the total reading score is reported in grade equivalent terms. For such tests, an item analysis should be performed in order to determine the quality of student performance in specific skill areas. An example of one such way to list this information can be found on page 11. On that page under Evaluation Instrument, the example indicates the numbers of the items for each of the subtopics of the Cooperative Primary Reading Test Form 23 B. Also, under Distance of Grade from Test Norm, the items most frequently missed on the test are listed. This information indicated where the students have the greatest reading skill needs.

The new California assessment program will not give test results for individual students or for individual classrooms and, therefore, will be of little use as needs assessment test data. For this reason it is important that all available test data, achievement or diagnostic, be included in this section. The greater the range of data available for examination, the greater the possibility of judging the effectiveness of a reading program.

STUDENT PERFORMANCE DATA
For Grade 6
(Scores in Terms of Grade Equivalents)

(EXAMPLE)

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EVALUATION INSTRUMENT	ITEMS ASSESSED	DATE ADMINISTERED	GRADE RANGE	NUMBER PUPILS	GRADE AVERAGE	STATE OR PUBLISHER NORM	DISTANCE OF GRADE FROM TEST NORM
COMPREHENSIVE TEST OF BASIC SKILLS	READING VOCABULARY	10/73	High 7.3 Low 4.0	90	5.8	6.1	- .2
"	READING COMPREHENSION		High 7.4 Low 4.9		5.9	6.1	- .2
"	READING TOTAL		High 7.0 Low 5.6		5.7	6.1	- .4
"	LANGUAGE MECHANICS		High 8.0 Low 4.1		6.2	6.1	+ .1
"	LANGUAGE EXPRESSION		High 8.1 Low 3.9		5.4	6.1	- .7
Otis-Lennon	IQ	9/73			103.0	100	+3.0
	SELF-CONCEPT						
	ATTITUDE TOWARD READING						
	ATTITUDE TOWARD SCHOOL						

STUDENT PERFORMANCE DATA

For Grade 3
(EXAMPLE)

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EVALUATION INSTRUMENT	ITEMS ASSESSED	DATE ADMINISTERED	GRADE RANGE	NUMBER PUPILS	GRADE AVERAGE	STATE OR PUBLISHER NORM	DISTANCE OF GRADE FROM TEST NORM
Cooperative Primary Reading Test Form 23.B	Total Reading Score	5/73	(Grade Equivalent High 5.0 Low 1.9	90	3.8	(Grade Equivalent 3.9	- .1*
	Subtopics						Items most frequently missed:
15 items	**Comprehension**	"		"			5, 7, 8, 9
1-10	Words						
11,12,13,17,18	Sentences						17
	Paragraphs						
4 items	Extraction						
	Words						
	Sentences						
33,43,44,48	Paragraphs						33,44,48
	Interpretation						
	Evaluation						
30 items	Inference						
	Words						
14,15,16,19,20	Sentences						19, 20
23-32, 34-42,	Paragraphs						23,25,26,27,28,30,
45-47, 49-50							34,37,39,42,46,47
	Self-Concept						
	Attitude toward reading						
	Attitude toward school						

*See Manual for California State Testing Program, Cooperative Primary Test, 1970, pages 9-15, for further assistance on test interpretation.

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All the information contained on page 1 of the NAT is valuable and should be retained throughout the planning process. However, only the information for the item, Distance of Grade From Test Norm, is entered on the Needs Assessment Summary Wall Chart. If it is felt that other information concerning student performance is of value, it should be entered. Such data might include criterion referenced test results and library check-out rates, etc. Remember, the form should fit the school rather than the other way around.

If the information is desired and available, a similar display can be entered for I.Q. The example on page 9 of the manual shows the Otis-Lennon Mental Ability Test was administered in 9/73. The class average was 103.0 while the test norm was 100.0. Therefore, a score of +3.0 was entered under the section, Distance of Grade From Test Norm.

Interest and Attitude

Interest and attitude have powerful effects on reading success. A book or article that has meaning and purpose for the student creates readiness and willingness to make a greater effort. The student's attitudes toward reading and toward himself can determine how he approaches the reading task.

Some data on interest and attitude may already be available from school records. Further information may be collected in these affective areas through use of standardized tests. Listings and ratings of such tests may be found in the UCLA Graduate School of Education, Center for the Study of Evaluation, 1971 publications CSE-ECRC Pre-school Kindergarten Test Evaluation and CSE-ECRC Elementary School Test Evaluation.

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Results might be recorded in a manner similar to that suggested for achievement data.

Many schools and districts have devised informal instruments such as weighted attitudinal scales, questionnaires and the rating of favorite activities. They have summarized results and made use of them in displays demonstrating major interests and attitudes of students.

Teacher observation may be another way of gaining information about student attitudes. The Clifford D. Murray School in Azusa has devised the following continuum which teachers use in recording their impressions of students:

-2	-1	0	+1	+2
Student activity resist both reading classes and reading activities.		Neutral		Students show marked interest in reading classes and activities.

Number of Students	-2	-1	0	+1	+2

The scale is used by placing each student at a point on the continuum; then recording the number at each point. Although subjective, this may serve to indicate in a gross manner student feelings toward reading.

Parent/Community Attitude

Since parent attitude influences student attitude and achievement, it might be

desirable to assess parent or community attitudes toward a school's reading program. Many schools have developed parent or community attitude surveys for this purpose; an example is the Parent Information Survey developed by Del Norte County Unified School District. This particular survey includes 34 questions in the categories of parent point of view, school instructional program, student attitudes, and home-school communications. To each of the questions, parents are asked to reply by checking a box marked "agree," "disagree," or "doesn't apply."

Another possible method of measuring attitudes is for a school to develop a series of attitude surveys which ask the same questions of students, parents, and teachers. This not only allows a school to examine the attitudes of each group, but gives a basis for comparing attitudes of groups and predicting where problems might arise. Murray School in Azusa has developed a set of four correlated attitude surveys; one for parents, one for teachers, one for primary students (K-3), and one for upper elementary students (4-6).

II. Reading Program

The second component of the needs assessment section is Reading Program. Data on each class's current reading approaches, techniques, evaluation, etc., are necessary to a comprehensive assessment of school-wide reading needs. The current reading program can serve to provide both baseline data and valuable resources for planning a new reading program. Information concerning the current reading approaches being used at each grade may be best described by either the classroom teacher responsible for reading in each class, the special reading teacher, or a reading supervisor.

Program Location

Page 3 of the NAT contains an example of how to summarize the data concerning your current reading program. The first information gathered has to do with program location. Reading instruction is typically conducted either within or outside the classroom in one of the five following settings:

A. Reading is taught within the classroom as a separate subject.

B. Reading is taught within the classroom through other content areas.

C. Resource personnel provide special assistance within the classroom for students in need of extra reading help.

D. Resource personnel provide special assistance outside the classroom for students in need of extra reading help.

E. Reading is taught to all students outside the classroom.

Decide which of the above setting(s) best describe the reading program at each grade level and insert the correct code letter(s) in the Program Location section of NAT - 3.

At the far right hand column of NAT - 3, the example for the third grade has A and C entered, meaning that reading is taught primarily within the classroom as a separate subject, but that some special assistance within the classroom is also provided.

Teacher/Student Organization

As there are various program locations, there are also various organizational patterns for teacher/student grouping. On NAT - 3, please indicate by letter for each grade or section, the reading personnel involved in instruction:

A. Classroom teacher

B. Reading teacher (responsible for more than one class)

C. Team of teachers

D. Aide (working for salary)

E. Volunteer aide

F. Students doing cross-age teaching

G. Students doing peer tutoring

H. Content area teachers (departmentalization)

I. Differentiated staffing

J. Other (specify) _____

As an example, take a third grade reading program which involves classroom teachers (A), aides (D), and volunteer aides (E). In this case the letters A, D, and E would be listed (as they are in the "example" column on NAT - 3) in the Teacher/Student Organization section.

Time Spent In Program

This section is concerned with the amount of time the reading personnel (see above listing) allocate to the reading program each <u>week</u>. This information will, of course, have to be approximate and should be based on the number of minutes spent in the formal reading program during a typical week. The figure does not include the amount of time in spelling, science or social studies, except in the case of a content area teacher who teaches reading skills.

The example for completing this section on NAT - 3 builds on the data used for the example in the previous category, Teacher/Student Organization. Suppose that the classroom teachers (A) spend 300 minutes a week teaching reading, the aides (D) also spend 300 minutes a week in the reading program, and the volunteer aides (E) come in one day a week to donate 60 minutes to the reading program.

The NAT entry for the Time Spent in Program section would look like this:

A - 300 min.
D - 300 min.
E - 60 min.

Figure the time spent for each grade level at the school and insert it in the Time Spent in Program section on NAT - 3. Remember that this is figured on a weekly basis.

Percentage of Students Served By The Reading Program

It is also important to note the percentage of students served by each reading instructor. Use the same code letters as listed in the previous two sections to designate the reading personnel in the program. Next to each letter put the percentage of total students at the grade level who are served by that reading instructor. Since any one student may be served by numerous reading personnel, it is possible for the total to exceed 100%.

Referring to the above example, if the classroom teachers (A) at the third grade level instruct all 90 students (100%) in reading, the aides work with 30 students (33%), and the volunteer aides work with 9 students (10%), the completed section on NAT - 3 would look like this:

A - 100%
D - 33%
E - 10%

Basic Approach

Basic approaches to reading instruction in the classroom have been divided into eleven general categories for the purposes of the Right to Read Program analysis. The list was originally developed for the "Information Base on Reading" (Corder,

1971) and was based on categories used by Jeanne Chall in Learning to Read: The Great Debate (1967) and on methods described in the most widely quoted textbooks and professional books. Slight revisions have been made (1974) to clarify and keep up with changing terminology in the field of reading. Suggested definitions for the following categories can be found in the accompanying booklet entitled California Right to Read Definitions of Terms. There are suggested definitions, and it is by no means mandatory that either the definitions or the categories for Basic Approaches to Reading be used as they appear. It is important that if a definition or category is changed to better describe the reading program at a school, the definition must be rewritten, discussed, and thoroughly understood by all persons using the program planning procedure:

A. Basal Reader

B. Meaning Emphasis

C. Code Emphasis

D. Linguistic Approach

E. Modified Alphabet

F. Responsive Environment

G. Programmed Learning

H. Individualized Reading

I. Language Experience

J. Eclectic Approach

K. Reading in the Content Areas

L. Other (specify and define) _____

It should be noted that many approaches or methods of reading instruction may be used within any classroom. After checking the list above and reading the definitions

carefully, the approaches used at each grade level should be recorded in the appropriate spaces on NAT - 4, using the letter coding given on the previous page. If more than one approach is indicated at any grade level, they should be listed in order of importance to the reading program, with the approach considered most important listed first, the second most important second, and so on. Keep in mind that the most important approach may not be the approach used most frequently or the one which consumes the greatest amount of instructional time. A more reasonable method of determining importance might be to ask, "Which approach would I keep if I had to eliminate all but one?" Then, of those left, which would you keep, and so on until all approaches used had been ranked. If you use an approach which has several subcategories (such as the four subcategories for basal reader in the Definitions of Terms), it is important to list not only the letter of the category, but also the number of the subcategory.

The example on NAT - 4 shows that A-3, a basal reader with gradual phonics emphasis, and H-2, in individualized program of reading library books approaches used in the third grade, with basal reader considered the more important. Gather the same information for each grade level at your school and enter it in a similar fashion on NAT - 4.

Instructional Techniques

Just as there may be different approaches to the instruction of reading in any class or grade level, there may be different techniques used to support these approaches. While approaches are the backbone or philosophy of a reading program, techniques are the teaching tools used to help students achieve mastery of the skills and sequence of skills which define each approach. Definitions for the techniques listed below are contained in the **California Right to Read Definitions**

of Terms and should be read carefully in order to determine which of them best describes the techniques used at each grade level. As with the approaches, any definitions or categories can be changed to better describe a specific school; it is important only that every staff member is consistent in his or her use of the following terms:

A. Machine Based Instruction

B. Other Programmed Instruction

C. Dramatization

D. Instructional T.V.

E. Interactive Media

F. Discussion Group

G. Demonstration-Performance

H. Lecture

I. Contracts

J. Supplementary Materials

K. Learning Stations

L. Other (specify and define) _____

As with approaches used, instructional techniques should be ranked and entered by order of importance, and with subcategories listed if they appear in the definition. The example on NAT - 4 shows that J-1 (teacher-made games, work-sheets, etc), J-2 (high interest library books), G (demonstration-performance), and F (discussion groups) are the techniques used in grade three to support the basal reader and individualized library reading approaches listed under basic approach.

Student Grouping

In this section you will enter for each grade in your school the student *organization patterns most frequently used in the teaching of reading.* When more than one grouping pattern is used, indicate the estimated percentage of time each grouping pattern is used during a typical week. Grouping patterns might include:

A. Small groups (5 or less students)

B. Medium groups (6 or more students)

C. Total class

D. Large groups (2 or more classes)

E. Individualized reading instruction (could include all patterns)

The example for student grouping on NAT - 4 indicates that in grade 3, 65% of the time the students are given instruction in small groups, 25% of the time they are in groups of six or more, and 10% of the time they are in the total class group. After determining the grouping patterns used in each grade level at your school, enter the appropriate information on NAT -4.

Evaluation of Pupil Progress

The next portion of the Reading Program section of the needs assessment is concerned with evaluation. Although the list given below is not inclusive of all evaluation techniques, each item is considered an important element of an effective evaluation system within the classroom. Teachers from each class should check those items they use and may list other items they may use which are not included in the list. This information should be collected by grade level and entered on page 4 of the NAT. The example on page 4 shows that evaluation methods 1, 3, and 6 are used. There is no "best" assortment of evaluation techniques to use. By examining carefully, however, both those techniques being used and those not being used, weaknesses in the evaluation procedure may be noted.

_____ 1. Diagnostic reading tests, both standardized and criterion referenced, **determine individual reading needs.**

_____ 2. The teacher has formulated or selected specific objectives for each student.

_____ 3. The teacher has developed or identified an instrument for measuring attitudes toward reading.

_____ 4. Performance of students is measured in terms of objectives set for each individually.

_____ 5. Records are kept of class performance.

_____ 6. Records of each individual's performance are kept.

_____ 7. Students are kept informed of their progress.

_____ 8. Students are involved in self-evaluation.

_____ 9. Other (specify) _____

For purposes of the Needs Assessment Summary, the numbers of the items checked for each grade should be entered as indicated on page 4 of the NAT.

Flexibility of Program

The flexibility of a reading program is a function of a number of factors ranging from district curriculum guides and their use to the continuing review and selection of available new reading education materials. The following statements, all related in some way to flexibility, may be helpful in rating the flexibility of the reading program in each grade. Only those statements that are descriptive of the current reading program should be checked.

_____ 1. The teachers at this grade level are encouraged to draw upon curriculum guides in reading education for ideas and for information. They are free to make use of those elements in the guides that are most appropriate to the needs of their pupils.

_____ 2. The curriculum guide in reading for this grade level has been revised or reviewed as to its relationship to the total school reading program during the past five years.

_____ 3. The teachers at this grade level have systematically reviewed the instructional approaches and techniques they use in their reading program during the past five years.

_____ 4. Local policy encourages the frequent review and possible replacement of reading materials for each grade level.

_____ 5. Teachers at this grade level are given opportunities to become apprised of newly emerging materials for reading education.

_____ 6. The presently used reading materials for this grade level are appropriate and meet student needs.

_____ 7. The teachers at this grade level are free to follow a pace in reading which is appropriate to the individual skills and needs of the pupils.

_____ 8. Local policy permits teachers at this grade level to supplement formally adopted reading materials with additional published and/or self-made materials for use in the classroom.

Enter under Flexibility on page 4 of the NAT only the item numbers of those items checked for each grade level. Transfer this information from NAT-4 to

the wall chart under Flexibility. The example shows items 1, 3, 5, 6, 7, and 8 to be descriptive of grade 3.

III. TEACHER PERFORMANCE

The third part of the needs assessment procedure involves the area of staff performance. Included here are staff attitudes and skills.

Staff Attitudes

The attitudes of the principal, classroom teacher, reading specialist, and other staff members toward teaching in general and the reading program in particular comprise an extremely critical aspect of needs assessment. Without a total commitment toward the instructional process and program on the part of every member of the staff, a program cannot fully succeed. Each school staff member must give serious consideration to this component of the reading program.

Many different instruments, scales, and surveys have been developed for the measurement of staff attitudes. They measure such characteristics as philosophy, openness to change, emotional disengagement, degree of classroom order desired, consideration of student viewpoint, and beliefs about integrative learning, discipline, student autonomy, etc. The success of changes in or development of a reading program is dependent on the attitudes of staff members who implement the program. For this reason, staff attitudes must be considered in program development; the two must be complementary.

The Educational Testing Service has developed several bibliographies of tests, including one entitled Assessment of Teachers, which gives short descriptions of over 50 teacher assessment instruments. Many of these are in the area of teacher and staff attitudes, and all tests listed include an address for further

information or ordering of instruments. The Educational Testing Service bibliography is available at no cost by requesting the booklet, Assessment of Teachers, from:

Test Collection
ETS (Educational Testing Service)
Princeton, New Jersey 08540

Many schools or districts have developed their own attitude surveys. This not only saves money, but produces an instrument which meets the particular needs of the school or district. If the instrument is developed by a staff, the interaction involved may be invaluable. Wilson Junior High in San Diego City Unified is an example of a school and San Francisco Unified is an example of a district which have developed their own parent attitude surveys.

Often an attitude survey takes the form of a Likert scale; there is a statement concerning the teaching/learning process and a choice of responses along a scale ranging from agreement to disagreement. An example of one question on such an instrument might be:

	strongly agree	mildly agree	no opinion	mildly disagree	strongly disagree	
1. Learning is essentially a process of building one's store of information in a given field of knowledge.						

Teacher Skills

Each teacher of reading should determine his or her own needs for additional skills in reading instruction. The Teacher Skill Assessment Forms on NAT - 5 and NAT - 6, and the Skill Assessment Form for Content Area Teachers on NAT - 7,

are suggested as possible means of determining the current skills and training needs of the school's teachers of reading. Page 9 of the NAT can be used to enter areas of teacher strength and areas needing improvement. The example at the bottom of NAT-9 indicates that Ms. Jones, first grade Reading Specialist, excels in and could assist others with skills A-1 and D-1, as coded from the skills assessment forms on NAT-5 and NAT-6 (or NAT-7). She feels relatively confident with skills B-1 and C-2. When transferring information from one of the NAT pages to the wall chart, enter only the data in code form which indicates those areas in which the teacher excels or feels relatively confident. The data which indicate the areas in which the teacher would like additional training will be transferred later in steps 6 (Instructional Approach) and 9 (Staff Development).

Additional Reading-Related Personnel Skill Assessment Form

Reading related personnel may be teacher aides, trained volunteers, or other personnel actually based in the school classroom and/or working under the direction of the classroom teacher.

The contribution of each of the reading-related personnel should be considered so that training programs can be designed appropriately. The Additional Personnel Skill Assessment Form found on NAT-8 can be used in the same manner as the Teacher Assessment Form and entries can also be transferred to NAT-9. The example on NAT-9 indicates that Ms. Smith, an aide at the second grade, is confident in areas A, D, and E and would like additional training in areas B, C, and F.

IV. Resources

The fourth part of the needs assessment procedure involves the determining of

the resources available to the reading program. The resources available to a school for the purpose of its reading program may range from parental support to funds available for the inservice training of teachers. The resource areas referred to in the following pages are suggested as particularly relevant to the assessment and planning of a reading program. The weaknesses and strengths (or, rather, the potential and actual contributions of each support area) must be assessed if the reading program and personnel are to be most effectively redirected.

Keep in mind that only currently used or currently available resources should be noted. It is expected, however, that the school planning group will use these data and displays for planning future use of personnel and financial resources.

Teacher Availability

Each classroom may have one or a number of reading teachers available to it. For each grade the following data should be collected:

> The total number of reading teachers available to a class
>
> The total hours of teaching time per week available to a class from these reading teachers
>
> To complete page 10 of the NAT, the number of teachers per grade and the total number of hours of reading instruction they provide per week are determined. The example on NAT-10 shows that the first grade class has 3 different reading teachers available to it for a total of 12 hours. This is transferred to the wall chart under Availability of Reading Teachers.

Additional Reading Related Personnel Available

On NAT-10, indicate for each grade the type of personnel available to provide reading-related services within the classroom. These may be teacher aides,

trained volunteers, or other personnel actually based in the school classroom or working under the direction of the classroom teacher. Also indicate the number of hours per week each is available. The example on NAT-10 shows the first grade has 2 additional reading-related personnel available to it for a total of 6 hours. The data are then entered on the wall chart.

Non-Classroom School Personnel Available for Reading Support

School personnel who are available to assist in a reading program, but who may not be involved directly in classroom activities, should be identified along with the services they provide. Such services may include providing diagnostic services, tutoring, directing program activities outside the classroom, planning field trips, keeping records, organizing in-service training programs, etc. This information is gathered by using page 11 of the NAT. In the example given, 2 people are available for 25% of the time. This gives the reading program the equivalent of one-half (.50) of a full-time person. The last five columns on NAT-11 are used to note the activities provided by these people. The types of personnel listed on NAT-11 are intended only as a guide. Other non-classroom school personnel may be available, and that should be noted on the table.

When the table is completed, the formula on the wall chart is used to determine the full-time equivalent non-classroom personnel available to the reading program. It is important to keep the data compiled on NAT-11 for future reference when re-directing the resources of the reading program.

School Library Activity

The school library is an integral part of the students' reading environment. The library's current contribution to the reading program should be evaluated in terms of the "Standards for the Development of School Media Programs in

California" prepared by the California Association of School Librarians and Audio-Visual Education Association of California in 1970. The publication may be purchased from the Association. The address is Box 4277, Burlingame 94010. After completing the evaluation document, the school planning committee should determine whether the school library meets the standards set (enter +) or requires additional resources (enter -). This information may be recorded directly on the wall chart.

Staff Reading Specialists

The Staff Reading Specialist section refers to members of the staff who are qualified as reading specialists but are not functioning in that capacity. These then, are regular, full-time staff members who may or may not serve as reading specialists but are so qualified. On the wall chart, enter the number of such personnel at your school, if any, and the number of hours they are available to your school. This does not mean the number of hours they teach reading, but the number of hours they are at your school, in whatever capacity. This information may be entered directly on the wall chart.

Outside Consultants

Outside consultants can consist of reading specialists provided by the school district, speech or hearing specialists who serve other schools in the area, or university personnel brought in to assist in individual or school-wide reading concerns. The nature and extent of these outside services may be collected and recorded on page 12 of the NAT. Example 1 on NAT-12 shows Mary Smith from Stanford University provided training in language experience for one day per month. Example 2 shows that Ellis Bowman of the University of California at Berkeley will conduct a 2 day workshop dealing with the diagnostic-perscriptive

approach to reading. Each such service available to the school should be entered on NAT-12 and then transferred to the wall chart.

Other Non-School Resources

Other non-school resources may include special motivational activities supplied by local industry, tutoring services provided by a civic organization, and so forth. Such resources, should be entered on page 13 of the NAT. The example on NAT-13 shows 15 parents being available for a total of 30 days a month. These parents provide tutoring service, publicity, media coverage, and motivational activities. Complete the chart on NAT-13 and transfer the information to the wall chart.

Dollar Resources

The monetary resources available to a school reading program are often diverse and may be earmarked for specific aspects of the school reading program. Page 14 of the NAT can be used to list and display the total-dollar and reading-dollar resources of the school.

For the purposes of the Needs Assessment Summary, the relationship between dollars available to the reading program and the total school budget should be computed. Of particular importance in this computation would be costs of personnel, materials and contract services. In addition, the reading dollars per student should be related to the total per student cost for the school. At the bottom of NAT-14, formulas and examples are given for the computation of the cost/ADA for reading and total costs/ADA. Using this information, fill in the dollar resources portion of the wall chart.

V. Decision-Making

In order to allocate or redirect resources for the purposes of developing a more

effective reading program, it is necessary to identify the decision-makers within the school. The focus of decision-making may need to be altered to assure the flexibility necessary for effective program change. In any case, it is helpful to know those persons or organizations involved in program-related decisions. Page 15 of the NAT may be helpful in determining and displaying decision areas and those responsible for them. This page might be duplicated and distributed among the members of the staff for a school-wide survey. The data could then be compiled to reveal a composite opinion about the school's decision-making processes as they affect the reading program. A good deal of enlightening discussion could then ensue among members of the professional staff. It might be found that you and others on the school staff hold false opinions about how decisions have been made in the school. From this could grow a new appreciation of the role of decision-makers and the most appropriate distribution of decision-making responsibilities.

Entries on NAT-15 should be made in the following manner. Whenever a "decision-maker" (or decision-makers, if more than one person is responsible for a decision) is determined, a "✓" should be entered after that category or person's name under the area for which the decision was made. This identifies who actually makes the decisions for each area.

Next, an "X" should be entered after the name(s) of the most appropriate decision-maker(s) within each area. This, of course, identifies who should, in the opinion of the school staff, be making the decisions. Now, after each "✓", place a "O" if it is felt that the person who was identified earlier as the actual decision-maker is an inappropriate decision-maker for that area.

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On the needs assessment wall chart, the total number of "O's" entered on page 13 of the NAT should be recorded. In addition, count up the number of "Xs" that are located in boxes previously marked with a "✓" and enter this figure on the wall chart. This latter entry reveals the extent to which the staff collectively feels that decisions affecting the reading program are being made by the most appropriate people, whereas the former entry reveals decision-making responsibility areas in need of review. Where "O" has been entered, steps may need to be taken to reassign responsibility or to rethink the ways in which the decision-making process can be changed so as to improve the school's reading program.

DETERMINING AND RANKING PRIORITIES

After all entries have been made on the Needs Assessment Summary Wall Chart, the members of the professional staff should examine the patterns of entries for the program components on each of the horizontal lines. If it has not already been accomplished, it might be well at this point to involve the community in deliberations regarding the school's reading program. The entries should be studied in terms of all of their implications and areas of concern should be noted. The areas in need of attention and remediation should be assigned one of the following ratings in the Ranked Priority column:

1. (Highest or Critical Priorities) - - Denotes a missing component or unacceptable condition that must receive immediate attention at the outset of the new program.

2. (Important Priorities) - - Denotes weak program components which need strengthening during the course of the coming year.

3. (Desirable Priorities) - - Denotes program components in need of attention and change but which are noncritical in nature and which can be corrected over a longer span of time after more vital needs are met.

The decisions on these ratings should represent a consensus of thinking arrived at after due consideration and discussion. The more extensive the participation at this point in the program planning process, the more likelihood there will be that subsequent planning and decision-making will be well understood and supported.

STEP 3. OBJECTIVES ARRAY

Examine the priorities that you identified in step 2 and on the basis of these priorities, prepare written objectives for your reading program. Review any reading objectives that may have already been established by your school or district and also consider the general goals and objectives recognized by experts in the field of reading as essential to successful school reading programs as you make final selections. In the light of the agreed upon priorities, determine the objectives that are critical, important and desirable in the school reading program.

After the objectives have been selected and classified, enter them on the wall chart.

STEP 4. PROGRAM REVIEW

From among the National Right to Read models and the California selected programs, select those of most direct interest to you. Checkpoints are grade level, school setting, student population, instructional approach and available supporting materials. For each of the programs you selected, analyze each column heading on the wall chart. Indicate by a check (✓) the program components that are most suitable to your needs. The result of this analysis should provide those involved in planning with a quick evaluation of successful programs in any category in which they may be interested. At the end of this step, a

tentative selection of a program concept should be made. The next steps are aimed at further specification of the new program elements.

STEP 5. DIAGNOSIS-PRESCRIPTIVE-EVALUATION

This step begins the design of the new program. The purpose of step 5 is to consider the objectives determined as critical, important, and desirable in step 3 in terms of diagnostic instruments, prescriptive materials, and evaluation instruments. First, transpose the objectives in each category (critical, important, desirable) from step 3 to wall chart 5. The example on page 35 shows that the first critical objectives of the new reading program is to "Improve comprehension of written materials in grades 4-6." Next, under the Diagnosis column, indicate by name and source, the diagnostic instruments that are available and are to be used for continuous diagnosing through the school years. In the example shown on page 36, the diagnostic tests available for the first objective are the pre-and post-tests for levels 7.0 and 10.0 of the Systems Approach to Reading Improvement. (SARI)

Under Prescriptive Material, show the major material to be used in achieving this objective. In the example for the first objective it is the Systems Approach to Reading Improvement (SARI), which is a basic skills continuum with suggestions for instructional activities. If no diagnostic instruments nor materials are available, place an "X" in the columns "Must be acquired/developed." List below the "X" the person or persons with this responsibility. In the example an "X" has been placed in the column which indicates that supplemental materials are to be developed by teachers.

In the Evaluation columns indicate the evaluation instruments that will be used to establish a base line and to measure the year's progress made toward the

objective. In the example for objective (1), the comprehension section of the Comprehensive Test of Basic Skills will be used as a pre-test in October and a post-test in May. For each of the other 4 objectives given as examples on page 36, possible diagnostic instruments, prescriptive materials and evaluative instruments are listed in the manner described above.

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DIAGNOSIS-PRESCRIPTION-EVALUATION

OBJECTIVES	Diagnosing (continuous through year)		Prescriptive Materials		Evaluation			
	Test or other measures available	Instruments to be developed responsibility	Available	Must be acquired /developed Responsibility	Test or other measures available	Instruments must be developed Responsibility	Testing schedule PRE	POST
Category 1-CRITICAL 1) Improve comprehension of written materials in grades 4-6.	1) Pre-and post-tests for SARI (Systems Approach to Reading Improvement) levels 7.0-10 comp. items		1) SARI basic skills continuum with suggested activities	X Additional suplemental materials Teachers	1) Comprehensive Test of Basic Skills (comprehension)		Oct 1	May 1
2) Encourage students to read for interest in many fields.	2) Class reading records, interest inventory	X Teacher Librarian	2) Books in school classroom libraries	X Additional trade books & other media Librarian	2) School library circulation records Individual student records		Nov 1	May 1
3) Demonstrate improved self-concept in grades 1-3.	3) Systematically recorded teacher observations	X Psychologist	3) Word and Action (pictures & manual) Shaftel & Shaftel	X Psychologist Teachers	3) California Test of Personality (sense of personal worth)	X Psychologist	Nov 1	May 1
Category 2-IMPORTANT 1) Improve participation of parents in program planning.	Mid-year review of Title I check list			X Staff & advisory committee	Title I check list for parent participation		Nov 1	May 1
2) Plan in-service for volunteer aides.	Check skills as listed in this manual, p. 22.		Materials prepared by school staff, community colleges & Behavorial Research Lab		Objectives for aides training course-Sierra Community College		Nov 1	May 1
Category 3-DESIRABLE								

STEP 6. INSTRUCTIONAL APPROACH

The purpose of step 6 is to develop the instructional approaches for the school in light of the needs, priorities, learning objectives, and program review determined by the previous steps. The heart of the new reading program is in step 6. Under the headings "Basic Approach," "Techniques," and "Teacher/Student Organization," a variety of program components will be listed. Please refer to the Definitions of Terms for correct understanding of the terminology.

Note the code at the top of wall chart 6 which will be used to enter data into the appropriate boxes for each grade. For each class or section at each grade level, enter the number of teachers that will use particular components under the three major headings. In the step 6 example on page 38 , you will note that 2 teachers at grade 4 will be using meaning emphasis as a basic approach, 2 teachers will be using interactive media and demonstration-performance as teaching techniques, and 2 teachers will be teaching multi-subjects and 2 will be assigned as reading specialists.

Next, using the code, indicate the student grouping for each component that you are planning to utilize. In the example, you can see that LG (large group), SG(small group), and I/I (individualized instruction) are indicated in the appropriate boxes on the chart.

The data that were gathered in the needs assessment in step 2 in regard to teacher skills and areas in which there is a need for further in-service training can now be used. Enter Q (for qualified) or N (for need of in-service training) in each appropriate box for the teachers you have indicated there. Also make note of the in-service training required to train staff members in the use of new materials or new practices that are planned.

(6) INSTRUCTIONAL APPROACH (EXAMPLE)

FOR EACH GRADE LEVEL ENTER THE FOLLOWING CODE:
LG - LARGE GROUP SG - SMALL GROUP I/I - INDIVIDUAL INSTRUCTION
Q - MEANS STAFF QUALIFIED TO WORK WITH MODE/METHOD - NO IN-SERVICE TRAINING REQUIRED
N - MEANS STAFF IS IN NEED OF IN-SERVICE TRAINING IN ORDER TO WORK WITH MODE/METHOD

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DESIGN ELEMENT	BASIC APPROACH									TECHNIQUES													TEACHER/STUDENT ORGANIZATION					
METHOD / GRADE	MEANING EMPHASIS	CODE EMPHASIS	LINGUISTICS	MODIFIED ALPHABET	RESPONSIVE ENVIRONMENT	PROGRAMMED LEARNING	INDIVIDUALIZED READING	LANGUAGE EXPERIENCE	ECLECTIC	MACHINE-BASED INSTRUCTION	OTHER PROGRAMMED INSTRUCTION	GAMING/SIMULATION	INSTRUCTIONAL TELEVISION	INTERACTIVE MEDIA	INTENSIVE INVOLVEMENT (FIELD TRIP)	DISCUSSION GROUPS	DEMONSTRATION AND PERFORMANCE	LECTURE	CONTRACTS	USE OF SUPPLEMENTARY MATERIALS		SINGLE TEACHER - MULTI SUBJECTS	READING SPECIALIST	TEAM TEACHING	CROSS-AGE TEACHING	TUTOR - SPECIALIST	TUTOR-AIDE
4	2 teachers SG/Q												2 LG SG I/I Q			2 LG SG Q						2 LG SG Q	2 SG I/I Q				
5	2 tea. SG Q		2 SG/N 1 da wksp per mo																	2 SG N (8 hrs)					1 SG I/I N (10 hrs)		
6	3 tea LG Q		3 LG/N 2da wksp															2 LG N (8 hrs)					3 LG SG N				

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In the example on page 38, you will note that for grade 5, a workshop one day per month is needed for the two teachers in the area of linguistics, and they need 8 hours training in the use of supplementary materials and a 10 hour session on the use of tutor-aides. Enter all the coded information on wall chart 6.

STEP 7. TEACHER ASSIGNMENTS AND PROGRAM ORGANIZATION

Step 7 establishes the allocation of instructional time and personnel resources for the accomplishment of the objectives. For each grade level, break the teachers' instructional week down into the reading activities they will use. Indicate the estimated amount of time allocated to each activity. In the example on page 40, skill development is taught 75 to 150 minutes per week dependent upon level and need of the student; oral and written language experience activities are taught for 150 minutes in grades 1, 2 and 3.

Under Personnel Required, indicate the number of classroom teachers, reading specialists, or other personnel who will be assigned to support the identified activities. The example indicates that for skill development, one classroom teacher and one reading specialist will be required to teach that aspect of the reading instruction.

In the right hand column, indicate the student/adult ratios for reading in regular classrooms and for special reading facilities. All data must be entered, as in the example, on wall chart 7. The example indicates ratios of 10:1 in the regular classrooms and 5:1 in special facilities.

Note that numbers of hours per week needed for staff development or special preparation are entered at bottom of chart.

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Teacher Assignment and Program Organization (example)

Grade Section Level	Instructional Week List activities and estimate time per week.	PERSONNEL REQUIRED				STUDENT/ADULT RATIOS.	
		Classroom Teachers	Reading Specialist	Other Specialist	Tutor Aides	Regular Classroom	Special Classroom Lab/Clinic
1-3	Individual skill development according to level of student in SARI Program 75-100 minutes	1 per class/level	1		3	10:1	5:1
1-3	Individual book selection in classroom or library - individual reading period 60 minutes	1 per class/level		school librarian	3	10:1	
1-3	Oral and written language activities, language experience, story writing 150 minutes	1 per class/level			3	15:1	
4-6	Individual skill development according to level of student in SARI Program 100-150 minutes	1 per class/level	1		2	10:1	8:1
4-6	Library period--selecting, reading and discussion of books chosen by individual students 75 minutes	1 per class/level			2	10:1	
4-6	Reading aloud by teachers of literature selection, classroom discussion and creative writing 100 minutes	1 per class/level		school librarian	2	10:1	
	Staff development or special preparation--hours per week, under appropriate personnel heading	3	3	1	2		

STEP 8. PERSONNEL COST

The purpose of step 8 is to establish the number of personnel required to support the new reading program and to estimate the salary costs. One of the strategies of this program planning procedure is to redirect many of the existing resources to support the new program. This may require making adjustments in personnel.

On wall chart 8 the number of each type of personnel your new program will require should be written in the space to the left of the personnel title. In the examples on the next page, 1 project coordinator and 3 reading specialists are indicated.

The salaries for the personnel must be included, and the totals must be given for the number of personnel you have indicated. The example on page 42 shows the reading specialists receiving $13,000 salaries apiece. Three reading specialists at $13,000 each is a total of $39,000.

The fixed costs should be calculated using the fixed percentage that is appropriate for your school district.

The example on page 42 also indicates a total certificated salary of $125,000, a standard fixed cost of 20%, which gives a fixed cost of $25,000. Classified salary total is $10,000 with a fixed percent of 10% for a fixed cost of $1,000 for classified.

Include the classified salary cost and any other salary costs that will be charged to the reading program. All data are to be recorded on Wall Chart 8.

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(8) PERSONNEL COST (Example)

1	PROJECT COORDINATOR	1	@ 17,000	$17,000
3	READING SPECIALISTS	1	@ 13,000	$39,000

In calculating fixed costs, use the dollar total of additional personnel only and multiply it by your district's standard fixed percentage.

$125,000	TOTAL CERTIFICATED SALARY	X	20%	$25,000
$ 10,000	TOTAL CLASSIFIED SALARY	X	10%	$ 1,000

STEP 9. STAFF DEVELOPMENT

Staff development is a very important part of your new program design. The competency of the teaching staff **and all reading-related personnel is critical** to the success of the reading program. Without skillful, knowledgeable, and talented personnel to carry it out, no instructional program can **succeed.**

In step 9, staff requirements are based primarily on the data placed on wall chart 6, Instructional Approach. Where additional in-service was indicated by the "U's" placed on the wall chart, planning must now be made for the staff development or in-service **training needed for all the personnel categories.**

In those cases where additional in-service training is indicated, estimate the number of hours per year and the cost per hour in each category on wall chart 9. For each personnel category, calculate the total in-service training costs in the right-hand column; add those total costs to compute a grand total.

The Definition of Terms may be helpful in familiarizing all members of the school planning committee with some of the different types of in-service training possible. The example on page 43 indicates possible staff development needs for an elementary school.

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STAFF DEVELOPMENT (example)

PERSONNEL		For each personnel category enter no. hours per year and cost per hour; bring that total to the right.									
		School-Directed				Other-Directed			Materials/Services		
CATEGORY	NO.	In-class Instruct.	In-Lab Clinic Instruction	Periodic Workshop		Publisher Supplied	Consultant in School	College/ University Classes	Professional Organization	Professional Library	TOTAL COST
Reading Specialist	2			1 day per month, district workshop (no charge)		Phonics Multi-Media Kit 1 day workshop (no charge)	Dr. Smith Prof. Linguistics 4 days @ $150 p/day = $600.		IRA Regional 3 day @ $50. per person 2 x $150 = $300.		$900
Classroom Teachers	12		3 hrs/week w/ Reading Specialist in clinic (no charge)	4 hrs./mo. study of SARI materials 4 x $5. x 5 mos.=$300 (3 teachers)		"	"	Course in Individual Instruction & Classroom Organization 2 teachers (own expense)		Subscription to GRADE TEACHER & INSTRUCTIONAL TECH. $25.	$325
Subject Matter Teachers						"	"				
Teacher Aides	10	1 hr week w/cl. rm. teacher (no charge)	1 hr. week w/Reading Specialist in charge (no charge)			"		Aide training course at community college $25. x 10 = $250.			$250
Other School Personnel	5th grade & 6th grade tutors		1 hr. week w/Reading Specialist (no charge)			"					
Non-School Personnel	Parent volunteers		4 hr. clinic instruction in reading skills w/ Reading Specialist (no charge)								

GRAND TOTAL $1475

STEP 10. MATERIALS AND SERVICES

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Step 10 helps you establish the materials and services that are necessary to support your new reading program. Personnel are extremely important, but instructional materials and services must also be available for the learners. A complete analysis and inventory of every reading-related item must be made, and it must be determined whether the item is readily accessible, can be obtained nearby, or purchased.

By referring to step 5 (Diagnosis-Prescription-Evaluation) and step 6 (Instructional Approach) you can indicate specifically the materials you need and the support services required. For each item, estimate the number required for the total program in the boxes indicated, how many are available in your school, and how many need to be ordered or purchased to meet the need. The total costs for each item listed must be shown in the far right-hand column.

The example below shows a sample portion filled out. Record all your data on wall chart 10.

ITEM	NUMBER REQUIRED	PRESENTLY LOCATED	NUMBER AVAILABLE	AVAILABLE from OTHER SOURCES	NUMBER AVAILABLE	COST
Multi-media kit EDGE (Early Development & Growth Experience	2	Room 7	1		--	$250.
PEABODY LANG. KIT	2	Library	1	District	1	0

With the completion of step 10, the program planning procedure will have been of assistance to those involved in planning and organizing all the significant elements of an improved reading program. With the transfer of this information to the wall charts, you will be ready to establish a time line for implementing the new reading program. For this purpose use the time line chart.

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